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THE FUTURE OF LIBRARY EDUCATION IN NEW ZEALAND

I. REQUIREMENTS FOR LIBRARY EDUCATION IN NEW ZEALAND

The New Zealand librarians of the 1930s who revitalised the Association recognised that the training of librarians was the key to library development. The setting up of courses of training by the N.Z.L.A. in the early 1940s and the establishment of the Library School for the first class in 1946 have been described in W. J. McEldowney's *The New Zealand Library Association 1910-1960* (Wellington, 1962). The essence of these courses of training was that they were designed to equip those who completed them to do the library jobs

N.Z.L.A. Council document 1966/47. This statement, prepared by the Education Committee, was adopted by Council at its meeting of 18 August 1966. The 1967 Conference of the Association is to be asked by way of remit to endorse this statement as Association policy. For further details see p. 176.

which needed to be done; the emphasis was on the training, not on the qualification.

A second important element was that the original course planned by the N.Z.L.A. to include a diploma course was modified with the establishment of the Library School so that the two courses were complementary, not competitive, and, after a short period of adjustment, library training has been given since 1946 on two distinct levels; a full-time professional training for graduates and an intermediate training for non-graduates already employed in library work.

For over 20 years this pattern of training has served well, and has shown itself capable of being adapted to meet the changing needs which have resulted from the growth of public libraries in the secondary and major cities, of government libraries, and of university libraries.

The need for change and development has affected the two courses, in different ways. At the Library School the contents of the graduate course have been gradually modified with changes in the employment, by type of library, of its graduates. Teaching methods and standards of selection have also changed, but this has been within the framework established in 1946.

For the N.Z.L.A. Certificate course the changes have been much more obvious. The need to expand the content and level of the course resulted in the correspondence section of the course being supplemented from 1952 by a period of five weeks' full-time instruction at the Library School which became Part II of the course. A Preliminary Examination which must be sat by all entrants has been set since 1955. The entrance qualification was raised from School Certificate to Endorsed School Certificate in 1964 and to University Entrance in 1966.

By the early 1960s it was clear that the number of students accepted for the N.Z.L.A. Certificate course had become too large for the correspondence method of tutoring to be efficient and for a sufficient number of competent tutors to be found. Commencing from 1966 the correspondence section (Part I) of the course is being replaced by full-time instruction at the Library School along the same lines as that already established for Part II.

Numbers of students

The number of New Zealand students graduating from each course is shown in the following table:

NEW ZEALAND STUDENTS 1946-1966

<i>Year</i>	<i>Library School Certificate or Diploma</i>	<i>N.Z.L.A. Certificate</i>
1946	29	15
1947	25	18
1948	25	13

1949	21	12
1950	15	8
1951	17	10
1952	16	20
1953	14	15
1954	14	20
1955	12	16
1956	13	10
1957	12	24
1958	16	22
1959	12	30
1960	18	38
1961	11	40
1962	10	39
1963	19	41
1964	21	41
1965	25	60†
1966	26*	60†

* Provisional.

† Average over two years.

The number of certificates of the Library School awarded to non-graduates in this period was 57, or 15 per cent of total New Zealand students. Over the last four years this proportion has fallen to 3 per cent.

Library employment

Library School graduates have taken their first positions increasingly in university libraries in recent years, reversing the early predominance of public library adult services and the Country Library Service.

FIRST POSITIONS TAKEN UP BY LIBRARY SCHOOL GRADUATES

	<i>National and departmental libraries (excl. SLS and CLS)</i>	<i>University libraries and Teachers' College libraries</i>	<i>Public libraries (excl. children's libraries but incl. CLS)</i>	<i>Children's libraries (incl. SLS)</i>
	%	%	%	%
1949 + 1950	22	12	44	22
1954 + 1955	16	8	64	12
1959 + 1960	41	21	24	14
1964 + 1965	18	53	20	9

The employment of holders of the N.Z.L.A. Certificate as shown by their enrolment forms and by their choice of options does not show any significant changes, but it is possible that students doing the university and special libraries option will become increasingly important in the future.

N.Z.L.A. CERTIFICATE STUDENTS BY COURSE OPTIONS*

	<i>Public libraries option</i>	<i>Children and young people option</i>	<i>University and special library option</i>
	<i>%</i>	<i>%</i>	<i>%</i>
1954-55		75	25
1959-60	54	27	19
1964-65	52	20	28

* For earlier years this has been estimated on the basis of the library work in which the student was engaged.

Present courses

Intermediate training. A description of the N.Z.L.A. Certificate course is given in *N.Z.L.A. Certificate Course. Revised Syllabus and Regulations* (Wellington, 1966). It is expected that the new course should be able to provide a more thorough training than the old course. The raising of the level of the course, in conjunction with the raising of the entrance qualification to University Entrance, should equip holders of this qualification to undertake a wider range of duties, and should provide a better training for those working in libraries other than public libraries. A greater degree of specialisation in the course will be necessary and options (for public library work, work with children and young people, and work in technical processes) will comprise 25 per cent of the course. Fifty-five students will attend the first Section A in 1966.

Graduate training. The content of the graduate course is described in some detail in the *N.Z. Library School Prospectus 1967*. Only 50 out of the 400 lecture periods allow for a choice of options by students, but in practice the scope for students to follow special interests is greater than this. In their choice of topics for three general essays, for case studies in New Zealand library practice, for the bibliographical exercise, and in their choice of library for practice work, students can exercise some degree of specialisation in subjects and types of library work which interest them. The extent to which students follow up lectures through the reading lists is also expected to reflect their various interests.

Training in school librarianship. Consideration is being given by the Government to recommendations prepared by the Department of Education and the then National Library Service for the school to conduct a Certificate in School Librarianship course for a maximum of 25 secondary school teachers through an 18 months correspondence course and a seven weeks' full-time course in Wellington.

An estimate of the demand for professional librarians in the immediate future by our expanding libraries was made in McEl-downey, W. J. "Professional library recruitment", (*New Zealand Libraries* 28: 1-8, Jan.-Feb. 1965), and showed that demand would continue to be greater than supply. While the projections for university libraries may not be realised, the overall picture is still one of acute shortage. There is a corresponding growth in the demand for N.Z.L.A. Certificate holders, which is strengthened by their often being called upon to fill professional positions for which there is no qualified applicant.

The chief factors in recruitment are salaries and conditions of employment, which are not yet generally attractive. Continuing staff shortages are therefore inevitable and have two major consequences for library education:

- (a) that the people available must be trained so as to permit the greatest use of their ability; the quality of library training must be high.
- (b) that the time of experienced and qualified librarians spent on library training must be justified by the time spent in employment by the graduates of this training; the return for library training must be adequate.

The quality of library training

The recent changes in the intermediate training for the N.Z.L.A. Certificate aim at improving the quality of this library training. The results of these changes are yet to be seen, but within the new framework there is no doubt that this improvement should be possible.

The changes in the content of the graduate course have been gradual but important. The quality of the library education given through this course is satisfactory but for its future development it should be transferred to a university because a university environment is likely to provide the most favourable conditions for the development of a graduate course, for the maintenance of a high standard of staffing and for the fostering of a spirit of enquiry. For this to be achieved it is necessary that the university school should be able to offer better staff salaries, an equivalent staff-student ratio, equivalent provision of library materials, and adequate student accommodation.

The comments of the Martin Committee on the future of tertiary education in Australia on the syllabus of the University of New South Wales Library School demonstrate that a graduate course in librarianship cannot be assured of acceptance within a university unless the graduate standing of the course syllabus is clearly established. About one-third of the present graduate course is comparable to the technical processes option of the new N.Z.L.A. Certificate course. It cannot therefore be claimed as being necessarily graduate studies, and should

not be part of a graduate course. Broadly this is the area of basic work in:

- Descriptive cataloguing
- Rules for main entry
- Dewey or other classification
- Bibliographical entry
- Essential reference books
- National bibliographies in English
- General description of library services.

At present there is not the time to fit more advanced work in the time available for the graduate course. The quality of this course can only be raised substantially when competence in these areas is required as a prerequisite for graduate work. The time at present occupied with this work in the graduate course can then be used for further advanced studies. Some undergraduate library studies (often eight semester hours) are now required by a number of graduate library schools in the United States as a prerequisite for graduate studies, e.g. those at the Universities of Illinois, Washington, and Minnesota.

If graduate students are to obtain full value from the course at this raised level then preliminary experience of library work will also be essential. The Graduate School at the University of Sheffield requires applicants to have completed one year's library work. This requirement is in fact largely achieved in other countries where fees are charged for courses, and students do not receive allowances for full time study. As a consequence of these costs comparatively few graduates commence full-time library training immediately on completing full-time study for a degree. The New Zealand system of allowances is necessary to maintain recruitment, and, as one of the conditions of the allowances is that the student must study full-time, library experience must be obtained before the course starts.

The return for library training

The time of skilled and experienced librarians necessary for training as well as the financial cost involved must be balanced against the value of the students when they become librarians.

It seems clear that there is a good supply of young people with University Entrance who want to take up library work, and that many of them are willing and able to undertake serious training for skilled and responsible work. To utilise this supply the provision of intermediate training which opens up reasonable career opportunities for these young people (almost entirely young women) with entrance requirements high enough to eliminate most of those incapable of completing the course, is essential. An increased commitment for this level of training is required for the maintenance of present library services. The rate of loss is high. Only about one-third of N.Z.L.A.

Certificate holders are still in library work three years after completing the course, but all students are doing increasingly useful full-time library work during the three and a half years of the course's duration. Twelve weeks' full-time training, plus tuition and marking of the work students must do in their own time, is a reasonable training investment for an average of about five years' library work.

The number of graduates entering librarianship is gradually increasing but because of the shortage of university graduates the number is unlikely to increase much faster than the overall increase in the number of graduates from the universities each year. It is even more important for graduate training than for intermediate training that the potential of these students should be realised. Further, good quality graduates will only be attracted by the opportunities and responsibilities of a fully professional career.

In recent years there has been a significant change in the classes at the graduate course. The largest group now consists of young people under 25 years old who have just completed their degrees, and who have had only limited library experience, principally of clerical duties. In the classes of 1962-66 half the New Zealand students have been in this group. This proportion is 50 per cent higher than in the classes of 1956-61, and it may increase still further. This group, like the classes as a whole, consists predominantly of young women, and in this group the immediate expectation of working life for women is short. Of the 28 women in this group in the classes 1962-64, 15 had left within two years of graduation (11 on overseas trips and four on marriage). This is just twice the rate of loss for the remainder of the 1962-64 classes. The immediate training needs of those, whether men or women, who intended to give only limited service immediately after graduation could be met by the proposed pre-requisite course, and individuals might well consider whether they should go ahead at that point to the full graduate course or postpone further training to a later date. Married women returning to library work will become increasingly important for the staffing of libraries and their professional training is a matter of serious concern to which further attention needs to be given.

A FUTURE PATTERN FOR LIBRARY EDUCATION

To obtain the best quality library training, and the best value for this training it will be necessary for a pattern of training to meet the following criteria:

- (1) That the revised N.Z.L.A. Certificate course should be developed in the manner proposed by the present Library School.
- (2) That there should be facilities for training which will enable the Certificate in School Librarianship to be established.

- (3) That the graduate course should be developed at a university library school; that this course should not include the level of work which is to be given in the N.Z.L.A. Certificate's technical processes option but that this work should be done as a prerequisite for the course; that this course should require at least one year's experience of library work.
- (4) That the graduate course should generally be taken by students who are expecting to commence, on graduation from the course, a career in librarianship with progression in positions of professional responsibility; other graduates should not proceed beyond the prerequisite course, which would entitle them to receive the N.Z.L.A. Certificate.
- (5) That graduate course students who meet these requirements should continue to receive the present allowances provided by the National Library of New Zealand.

These criteria can be met by the transfer of the work of the New Zealand Library School as a division of the National Library of New Zealand to

- (a) a graduate Library School established at Victoria University of Wellington;
- (b) a Training Division established as part of the National Library of New Zealand.

An outline of the possible organisation of these two institutions, their courses and their costs, together with the major arguments for making this transfer are given in the following sections which are a further statement of the New Zealand Library Association's point of view. They are intended to provide a basis for the presentation of the Association's case for the setting up of a university library school at the Victoria University of Wellington.

II. LIBRARY EDUCATION AT THE UNIVERSITY

From the start of formal library training in New Zealand, the Association has looked forward to the day when graduate library education would form part of and take place in the university environment. This would be in keeping with the pattern of training for librarianship in most countries with developed systems of higher education, particularly in North America, and to an increasing extent in Great Britain.

Overseas Precedents

For many years the only university school in Great Britain was the School of Librarianship and Archives of the University of London. The post-graduate course which it offers has recently been reorganised so that it consists of a one-year post-graduate course in Librarianship or Archives and for those who have obtained the Diploma there is

a one-year course for M.A. by examination or a two-year course, including thesis, for M.Phil. or for Ph.D.

The University of Sheffield now gives a one-year diploma course at its Post-Graduate School of Librarianship. Its syllabus is divided into two groups of subjects. The first is taken by all students and provides the background for work in libraries and information services of every type. The second contains subjects which are chosen in accordance with the students' specialised requirements. Some are suitable for graduates intending to work in general academic or public libraries, others for those wishing to work in scientific and industrial librarianship. The school is organised on the assumption that its students will be drawn from the upper levels of honours graduates and that they will have had practical experience in a library, usually a full year, between graduation and joining the school. A reading knowledge of two foreign languages is a requirement for entry.

Queen's University, Belfast, and the University of Strathclyde have recently established courses in Library Studies which include a year's course for graduates and which lead to a diploma.

In Australia the University of New South Wales has established a diploma course of a year's full-time study, the prerequisite for which is a bachelor's degree. It also offers to those holding the diploma, a course of a year's duration requiring a thesis, which leads to a Master's degree in librarianship.

There are both undergraduate and graduate courses in librarianship in the United States and Canada. The graduate courses consist of programmes leading for the most part to Master's degrees, and these are offered by the 36 university library schools which are accredited by the American Library Association. To be accredited a school must be attached to an institution of higher learning and must provide a degree course for which the basic prerequisite is a Bachelor's degree in general academic subjects but not librarianship. Many leading universities maintain accredited schools; examples are California (at Berkeley and at Los Angeles), Chicago, Columbia, Illinois, McGill, Michigan, Rutgers and Western Reserve.

This pattern of post-graduate studies in librarianship at schools attached to universities is firmly established in North America, is growing steadily in Great Britain and is to be found also in Australia, South Africa and other parts of the world.

Reasons for graduate library education at the university

The Association believes that the desirability of graduate library education being given in a university library school rests upon these principal factors:

(1) Education in the university will foster the spirit of inquiry among the students of the school which is necessary to education in its true sense. As the university gives stress to both teaching and research as almost co-equal partners in academic study, they will be

better balanced in a university library school. They influence each other, and in the present school, the research side needs development; this development will in its turn improve teaching. Research motivation will be better developed in the university atmosphere. In the university there will be more favourable conditions for the development of the school, and for the maintenance of a high standard of staffing.

(2) While some have regarded the university as existing primarily for teaching and research in the "pure" fields of knowledge, it has been steadily extending itself into the fields of professional vocational education. Ever since universities came into being centuries ago, they have been expanding the fields they have covered. New Zealand has been no exception to this, and indeed the development of special schools has frequently been an aid to the furtherance of "pure" education itself. Special schools tend to increase, not diminish, in number; and in the university environment they tend to change their emphases, e.g. in medicine, law and accountancy. Librarianship itself is capable of being expounded as a systematic body of knowledge, requiring for its mastery sustained intellectual effort—this is the hallmark of a subject worthy of its place in the university. Moreover, advanced studies in librarianship are increasingly inter-disciplinary in nature, and can only be developed in cooperation with many subject specialists in fields such as sociology, mathematics, education, physics, psychology, linguistics and logic, who are available at a university.

(3) The fact of the school being established in the university will assist in recruitment; the standing of librarianship will undoubtedly be enhanced in the eyes of potential students if education for professional librarians is carried out at the university.

(4) The university itself is vitally interested in library service; its library stands at its heart, and the development of university libraries, which have made substantial progress since 1960, will continue to depend upon the supply of professionally-trained graduates. The needs of the universities should not outweigh those of other types of libraries, but it is clear that it is in the universities' own interests that the library school should be able to attract as many good recruits as possible. Since to a large extent the graduates of the school go into a common pool, a severe shortage can only lead to competitive bidding, and lack of stability in all types of library.

The graduate course

In the university library school, the principal fields of the normal graduate course would be:

- (a) the history of libraries, and of books and printing.
- (b) the place of the library in society, and a particular study of libraries in the New Zealand society.
- (c) the aims and objectives of libraries serving various types of communities and institutions.

- (d) a study of the materials with which the library is concerned and of the principles and techniques for their acquisition, organisation and use.
- (e) a study of the principles and practice of library organisation and administration.

It should also provide for some degree of specialisation by groups and individuals. Some of the fields in which advanced options are possible are:

- Advanced cataloguing and/or classification.
- Advanced bibliography: subject, descriptive, or regional.
- Children's and young people's literature.
- Advanced work in library planning and equipment.
- Documentation and information retrieval.
- Electronic data processing in libraries.
- Rare book librarianship.
- Archives management.
- Institutional and hospital library service.
- Research methods.
- Thesis or bibliography.

In some fields inter-departmental programmes could be worked out for specialist courses, e.g. with the Music Department for an option on music librarianship.

The post-graduate diploma awarded by the present Library School is comparable to a Master's degree in librarianship from an accredited American library school in that it accepts university graduates and gives them a year's full-time professional course. In Britain and Australia, however, university library schools normally award diplomas. There are precedents for the award of post-graduate diplomas by New Zealand universities (e.g. Diploma in Education, Diploma in Public Administration).

Other activities

Besides the main graduate course, there is a need for opportunity for advanced study and research; this would exist in the university, perhaps within the present Ph.D. framework. There is also a need for shorter post-graduate courses, seminars and study groups. The School has in the past convened a number of study groups, in which practising librarians and other selected people have met to discuss prepared papers. Practising librarians need the stimulus of such opportunities to provide a direction for their own investigations. The published proceedings of these meetings have aroused much interest, and it is obvious that there is scope for more of this kind of thing to be done.

The school should become, much more than it has been able to do in the past, a centre for research into library and bibliographical matters. Each student of the graduate course does some work of this kind at the present time, and some useful publications have been

made out of a number of the better pieces of work, but the amount of time available to a student in a crowded one-year course does not allow anything really significant to be produced, except in unusual circumstances. The staff of the school are so busy right through the year (being concerned not only with the graduate course) that they cannot regard, or be expected to regard, research as a normal part of their duties. The whole tone and quality of the school would be improved if the teachers were all actively engaged on work of their own. The proposals elsewhere in this report for approximately one-third of the present professional course to be taken as pre-professional training, would enable some of the graduate students to develop advanced work more strongly. These opportunities will exist much more clearly in the university.

Organisation of the school

The Association considers that the school should be a separate department of the university, and not an adjunct of the university library, although it recognises that the university librarian would have some influence on it. It should be headed by a Professor, who might well be assisted by a Board of Studies, which would report to the Professorial Board. The Board of Studies could consist of representatives of the library profession, together with members of the university council and of the Professorial Board. The staff of the school should be large enough to enable it to develop the course and research activities. The choice of the first Professor would be of crucial importance, and the choice of other staff should be largely in his hands.

The school should be housed on the campus, and as close to the university library as possible, as the students of the library school will need to use the university library constantly. The establishment of the school will require a considerable setting-up grant for the university library; most of the material bought with this grant should be housed in the university library, but certain things, such as the standard national bibliographies and cataloguing tools, will be used so intensively that they should be duplicated and the extra copies housed in the school. In the existing school, each student has an individual working place, which in an intensive course is very desirable. It is not absolutely necessary that this should continue, provided that there is in the university library adequate accommodation permanently available to graduate students. In addition, the school's own premises should include seminar rooms.

Selection of students

At present, students selected for entry to the graduate course become entitled to an allowance which is based on that applicable to Division C of teachers' colleges. If the graduate course is transferred to the university, it is most desirable that similar allowances should

be available as bursaries administered by the National Library. There would therefore be a dual selection process: by the university, for admission to the school, and by the National Library, for bursaries. It would be a fairly simple matter for the two institutions to correlate their selection processes, and a suitable precedent is understood to have been set in the case of candidates for the Diploma in Public Administration. It should be possible for suitable applicants who have not been granted bursaries to be admitted to the school.

The normal requirements for admission could be expected to be: possession of a university degree, completion of the prerequisite course conducted by the National Library Training Division, together with one year's service in an approved library.

The present school has power to admit, in exceptional circumstances, "applicants whose education and experience appear to be of a kind which would enable the course to be completed". Such students, on completion of the course, are awarded a Certificate. In the early years of the school's existence, a number of people with the N.Z.L.A. Certificate were admitted under this provision; they were mostly people who had started their library careers before the war, when the opportunity for university education was not nearly as widespread as it is today. More recently, the tendency has been to require a qualification which is almost of degree standard, such as the Diploma of Fine Arts or the Diploma in Home Science. The university might do well to devise some means of keeping open this means of entry; whether students admitted in this way should be candidates for the diploma is a question which should be considered in the light of the university's general policies.

Library school at Victoria University of Wellington

The Association has in the past approached the Victoria University of Wellington to establish a Library School because it believes that Wellington is clearly the right place for a graduate library school. There are many more libraries, of different kinds, in Wellington than in any other centre, so that students have more examples to study in Wellington, the school has had more librarians to call upon for help, and the total book resources are much greater than in any other centre. A library school would, moreover, fit in well with the existing Schools of Political Science and Public Administration, and of Social Science, in Wellington. While it would be quite feasible for a library school to be established at another university the Association considers that it is highly desirable that it should be a part of the Victoria University of Wellington.

Date of establishment

The Association recognises that the possible date of establishment of the university library school is dependent on finance being made available in the next university quinquennium, 1970-74. If the first Professor is to take up his position at the beginning of 1970, and the

first course to be offered in 1971, decisions will have to be made within the next two years. In this time, detailed discussion between the University Grants Committee, the Victoria University of Wellington and the National Library of New Zealand should take place. The Association would be happy to be called upon for any advice or assistance it could usefully give during the period of negotiation and transition.

III. A TRAINING DIVISION FOR THE NATIONAL LIBRARY OF NEW ZEALAND

In addition to fully professional training for graduates, training for library work must be provided:

- (a) for library assistants with U.E. who wish to qualify for intermediate positions,
- (b) for teachers wishing to specialise in school librarianship,
- (c) for unqualified people in charge of small public and special libraries, and
- (d) for graduates who want either a short term qualification, or the prerequisite for the graduate course.

In addition, the National Library needs to provide in-service training for its own staff.

Assuming the establishment of a Certificate in School Librarianship, and a 10 per cent per annum increase in the numbers qualifying to commence the N.Z.L.A. Certificate Course, and in the numbers accepted for graduate training, a Training Division of the National Library would, in 1971, conduct the following regular full-time courses:

<i>No. of students</i>	<i>Length of Course</i>	<i>Name of Course</i>
40	12 weeks	N.Z.L.A. Certificate
40	12 weeks	N.Z.L.A. Certificate
42	14 weeks	Graduate prerequisite course
25	7 weeks	Certificate in School Librarianship
<hr/>		
45 weeks		

These courses would require a full-time teaching staff of four, comprising one each in the fields of administration, reference, cataloguing and classification and school librarianship. The need for visiting lecturers would total about 100 periods per annum, plus outside people to mark four or five Certificate in School Librarianship assignments of the eight extra-mural assignments set.

No allowances are paid to N.Z.L.A. Certificate students by the Library School, but a return travel warrant is provided for each of Sections A, B and C. A similar system would operate for graduates attending a single 14-week session. It is proposed that the allowance for teachers attending the Certificate in School Librarianship be met by the Department of Education.

ESTIMATED COSTS

	£	£
Establishment Library Grant		5,000
<i>University School, 1971</i>		
Professor	3,400	
Senior Lecturer	2,500	
Two Lecturers	4,000	
Typist	900	
Librarian and bibliographer	1,200	
	<hr/> 12,000	
Materials	500	
	<hr/>	12,500
National Library of N.Z. allowances (28 students at £805 p.a. for 44 weeks)		19,095
		<hr/> 31,595
		<hr/>
<i>Training Division, National Library of N.Z., 1971</i>	£	£
Senior lecturer i/c	2,115	
Senior lecturer	2,005	
Two lecturers	3,570	
Librarian and bibliographer	1,155	
Typist (part-time)	450	
Visiting lecturers	350	
Travel allowances	1,000	
	<hr/> 10,645	
Materials	500	
	<hr/>	11,145
		<hr/>
Total Cost		42,740
		<hr/>
<i>Library School, National Library of N.Z., 1971</i>	£	£
Director	2,225	
Three senior lecturers	6,015	
Two lecturers	3,570	
Librarian and bibliographer	1,155	
Typist	900	
Visiting lecturers	350	
Travel allowances	1,000	
Student allowances (42 graduate course students at £805 per annum for 44 weeks)	29,220	
	<hr/> 44,135	
Materials	500	
Total cost	<hr/>	44,635

Notes: Salary rates as at 31/3/66. Accommodation costs not included.
National Library studentships not included.

These proposals would establish a two-stage consecutive training for graduates entering librarianship. They would make it possible to distinguish between graduates for whom the prerequisite training is adequate for their immediate needs, and those who justify full professional training. In effect, the training for the first group is reduced, and the training for the second group is extended.

The estimated cost of these proposals in 1971 is somewhat less than the estimated cost of the present system of training in the same year. Costs *per graduate student* will be approximately as follows:

	£	£
Library School graduate course		900 per student
National Library Training Division (prerequisite course only)		90 per student
National Library Training Division (prerequisite course)	90	
University Library School (graduate course)	1,130	
	—	1,220 per student

The effect of these changes is to reduce the expenditure in 1971 on the graduate students who only do the prerequisite course by £810 each, (£11,340 for an estimated 14 students), and to increase the expenditure on students who do the complete graduate course by £320 each (£8,960 for an estimated 28 students).

The libraries employing the graduate students during their first year, while the students complete the prerequisite course, will be expected to send them to this course on leave with pay for 14 weeks, at the cost of about £285 per student.

The costs of N.Z.L.A. Certificate and Certificate in School Librarianship training will not be affected.

DECISION OF COUNCIL

The Council of the New Zealand Library Association at its meeting of 18 August, 1966 held a lengthy discussion on the Education Committee's report "The Future of Library Education in New Zealand". It decided that the report (1966/67) should be published in *NEW ZEALAND LIBRARIES*, that copies should be sent to the National Librarian and the Vice-Chancellor of the Victoria University of Wellington, and that efforts should be made to have the National Librarian and the Vice-Chancellor meet with representatives of the Association to discuss the matter further. It was also decided to send copies of the Report to the Minister of Education and the University Grants Committee, for information.

The Council agreed to the form of a remit which it will introduce at the 1967 Conference: "That the statement *The Future of Library Education in New Zealand* as printed in *NEW ZEALAND LIBRARIES* (v. 29, no. 9, October 1966. pp. 161-176) be endorsed as a statement of Association policy".

Benjamin Wells's *HISTORY OF TARANAKI* (1878)

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